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helping. He wishes him to master one position thoroughly before he proceeds to the next. This both on account of the next position, which will be more securely seized if the first position is solidly occupied, and more especially on account of the earlier position itself. James wishes to express the last drop of human significance from whatever circumstance he puts into his press. This is required by that law of economy that he so cheerfully obeys. Any less deliberate rate of progress would make it impossible to 'work' his story, as Mr. James would say himself, 'for all it is worth.' . . . The stories of Henry James are records of seeing rather than of doing. That we have seen to be, at any rate, the general impression of the reader. The process of the story is 'always more or less what Mr. James himself calls in one case a 'process of vision'' (pp. 37, 41-43, 50, 54, 56). T. P. B.

THE SCIENCE AND THE ART OF TEACHING. By Daniel W. La Rue. New York and Cincinnati: American Book Company.

In his "First Word to the Reader" the author of this little book declares that "emphasis is laid on the fact that teaching is becoming an efficient art, because we are learning to base it on scientific certainty, on the results of schoolroom experiment. The day of tradition and of merely personal authority has not altogether gone in education, but we can all help to speed its passing. Not only are the scientific spirit and ways of working emphasized, but teaching method is shown to be based on scientific method as found in the field and in the laboratory." Fortunately for the value of the book the extreme point of view taken in the foregoing sentences is modified in chapter two and elsewhere, and education is shown to be an approximate science dependent upon many unseen forces. The chief fault with much of the teaching in our so-called normal schools is that the students are deluded by a study of "teaching methods"—a barbarous terminology—into the belief that method comes before matter and that the whole process of teaching (which our author calls "teaching process") may be reduced to a scientific formula. Professor La Rue's book, though for the most part a sensible, practical treatment of his subject, is not altogether free from such complacent optimism.